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### Ten-Second Reviews

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# TEN-SECOND REVIEWS

*Blanche O. Bush*

And so to completely analyze what we do when we read would almost be the acme of a psychologist's achievement, for it would be to describe very many of the most intricate workings of the human mind, as well as to unravel the tangled story of the most remarkable specific performance that civilization has learned in all of its history.

—Edmund Burke Huey

Anderson, B. Betty, "Classroom Diagnosis of Reading Readiness Factors," *Journal of Learning Disabilities* (May, 1970), 3:23-26.

This article describes the results of a research study on the validation of a teacher checklist for diagnosis of reading readiness. The purpose of the study was to provide classroom teachers with a diagnostic tool for evaluating specific strengths and weaknesses in visual perception and auding. Such diagnostic information serves to assist teachers in planning a readiness program based on specific needs.

Batinich, Mary Ellen, "Language-Experience Activities," *The Reading Teacher* (March, 1970), 23:539-546+.

Prior to the 60's educators for the most part accepted the fact that a mental age of six-and-one-half was necessary for reading—that is, to decode strange symbols on a page. In this age of wide exposure of children to the world through audio-visual media and improved transportation, however, it is not unusual for children to come to school with a surprisingly wide variety of concepts learned through TV programs and commercials, supermarkets, daily commodities seen at home, billboards, and street signs. So by utilizing the wide experience that children have already received, the introduction to reading becomes a natural extension of the learning that has taken place in their home life. The use of this approach does not require a major revision in the kindergarten program. The creation of books by the children generated enthusiasm in the children and became valuable visual aids for the class. Parents can contribute much to the progress as the school builds on the foundation provided by the home. For education to progress, parents' support is vital.

Burt, Velma, "A Daily Story Approach to Beginning Reading," *The Reading Teacher* (March, 1970), 23:507-510+.

This is not merely an experience chart approach. Where experience charts use new words at a tremendous rate and give little repetition to most of the words, the daily story has a more controlled vocabulary and uses much repetition. The daily story's effectiveness lies in its simplicity and in personal reading of stories, and the incentive of the events close to the child.

Carlin, James B., "Intensive Reading Instruction," *The Reading Teacher* (February, 1970), 23:422-425.

This investigation was designed to assess the effects of an intensive program of clinical reading instruction given for one month in a university environment to children possessing severe reading problems. Each child made measurable changes beyond expected performance in the areas of vocabulary, comprehension and instructional reading levels. It appears that intensive reading instruction can be worthwhile and that motivation, organizational efforts, and environment are important variables in dealing effectively with children possessing severe reading problems.

Carter, Homer L. J., "The Teacher's Diagnosis of the Disabled Reader," *Reading Difficulties: Diagnosis, Correction, and Remediation* (William K. Durr, editor), International Reading Association, 1970, pp. 34-41.

This paper defines diagnosis and discusses its function and application in the classroom. The nature of cause and the techniques of diagnosis are explained. The use of school history, objective data, informal inventories, and observations of the students requiring remediation are illustrated. Emphasis is placed on the various aspects of behavior of the child in his environment and their significance in diagnosis.

Carter, Homer L. J. and Dorothy J. McGinnis, *Diagnosis and Treatment of the Disabled Reader*, The MacMillan Co., 1970, pp. viii-370.

This text was written for those who wish to understand why

children are having difficulty in learning to read and what can be done about it. It was designed to help principals and teachers identify and select children with reading difficulties who can profit from instruction in the classroom, those who require temporary treatment by the reading therapist, and those in need of clinical study. The authors define reading in terms of Gestalt psychology, a philosophy which permeates the entire book. Attention is called to the sociological, psychological, and educational factors affecting reading achievement and an up-to-date, research-oriented discussion of the causes of reading disabilities is provided. The authors show professional workers how to interview and observe children as well as how to administer and interpret standardized tests and informal inventories. They demonstrate how to integrate data from these sources in the study of an individual. The book emphasizes a rigorous approach to remediation and sets forth four levels of diagnosis which are illustrated in detail. Approximately one-half of the book is devoted to the treatment of perceptual problems, vocabulary deficiencies, and difficulties in reading for meaning.

Copp, Barrie R., "Reading as viewed by our Eastern European Colleagues," *Journal of Reading* (March, 1970), 13:441-446.

This article reports the status of reading in Czechoslovakia, Hungary, Romania, Russia and Denmark as perceived by an I.R.A. visitor who looked, listened, and kept notes on last summer's tour.

Culhane, Joseph W., "CLOZE Procedure and Comprehension," *The Reading Teacher* (February, 1970), 23:410-413+.

A survey of Cloze studies compiled by Rankin (1962) shows that the majority of Cloze studies have focused on its use as a test instrument. However, its potential as a teaching device should not be overlooked. The fact that pupils must use context clues and must pay closer attention to the remaining words in the passage in order to replace deleted words should result in better understanding of the materials that they read.

Davis, John E., "More Than Simply Fact or Opinion," *The Reading Teacher* (February, 1970), 23:406-409.

On the basis of the findings of this study it would appear that the development of the ability to distinguish between fact and opinion is a defensible goal of instruction in reading. However, it seems evident that instruction in distinguishing between fact and opinion alone is not enough. Teachers must also take into consideration the elements which appear to affect the factual or opinionative nature of material. Included among these elements are the topic of the paragraph, the semantic variations present in the English language, sentence structure and different types of sentences. In addition, research appears to be needed in search of specific cues that do allow the reader to distinguish between fact and opinion.

Dietrich, Dorothy M., "New Approaches to Easing Word Attack at the Beginning Reader Levels," *The Reading Teacher* (March, 1970), 23:511-515.

Over the years new methods of teaching reading have been proposed regularly. Because no one approach works for all pupils, teachers need to be aware of a variety of approaches which might be used. A brief description of i.t.a., words in color, linguistics, programmed instruction (both machine and material) and phonics are given. Dietrich believes that little research has been done to show the superiority of one decoding method over another. Teachers must become skillful enough in knowing children and approaches to reading that the best approach might be found for each child. Flexibility in teaching is still the byword.

Dulin, Kenneth L., "Using Context Clues in Word Recognition and Comprehension," *The Reading Teacher* (February, 1970), 23:440-445+.

Four major points were presented in this article. (1) Though all readers use general context in a somewhat "automatic" way, direct instruction is necessary if young readers are to become proficient in the use of planned context clues. (2) Context clues are of various but specific types, identifiable, predictable, and teachable. (3) The use of context should be first

approached informally, but then presented in an orderly way, with labels provided for ready identification and use. (4) Finally, the use of context clues must be regularly reinforced if this technique for word recognition and comprehension is to become a regular part of the reader's repertoire of word attack skills.

Durkin, Dolores, "Reading Readiness," *The Reading Teacher* (March, 1970), 23:528-534+.

Durkin summarized three points which she felt were of particular importance. (1) Readiness for reading should not be viewed as comprising a single collection of abilities which will be the same for all children. (2) Whether or not a child is ready depends upon his particular abilities, but also upon the reading instruction that will be offered. (3) What a child is able to learn as a result of these opportunities offers very specific information about his readiness. Probably the major challenge for educators has to do with the need for greater flexibility in the way schools handle beginning reading. Another and briefer way of stating these challenges is to insert the reminder that the important question for educators is not, "Are these children ready to learn to read?" But rather, "Are we ready to teach them at a time, at a pace, and in a way that is just right for each child?"

Ellerman, Richard A. and Joyce A. Wadley, "A Readiness Experiment," *The Reading Teacher* (March, 1970), 23:556-558.

This article reports a study designed to determine whether kindergarten children's intellectual abilities, as measured by a kindergarten test, can be improved through a program designed to increase verbal development, awareness of body concepts, and perpetual motor skills. Participants in this program showed over-all improvement in their intellectual abilities as measured by the data gathered. In addition, teacher observations also indicated general improvement in attitudes and behavior. The children appeared to follow directions better, to listen and interpret more accurately, and to apply concepts more creatively and logically than those in the control group.

Frager, Stanley and Carolyn Stern, "Learning By Teaching," *The Reading Teacher* (February, 1970), 23:403-417+.

Often when a tutoring program is initiated, teachers assume that only the most capable students should be used as tutors. This study has demonstrated that the achievement level of the tutor seems to make little difference in the amount of learning attained by the tutees, whereas there are significant differences in the gains made by the tutors. Thus the findings of this investigation support the recommendation that low-achieving students make effective tutors of younger disadvantaged children and, at the same time, profit considerably themselves.

Feldhusen, Hazel J., Pose Lamb, and John Feldhusen, "Prediction of Reading Achievement Under Programmed and Traditional Instruction," *The Reading Teacher* (February, 1970), 23:446-454.

The first and obvious conclusion to be drawn from this study is that when a basal reading series is supplemented with programmed reading instruction, the children achieve at significantly higher levels in word knowledge, word discrimination and in reading comprehension than when they are taught with basic series alone. The authors suggest that programmed learning individualizes instruction to make the practice activity more effective and perhaps programmed learning reduces each activity or skill to a series of very small steps. In other reading methods the teacher may proceed too rapidly or proceed in steps too large and imprecise for the learner.

Goodman, Yetta M., "Using Children's Reading Miscues for New Teaching Strategies," *The Reading Teacher* (February, 1970), 23:455-459.

Watching and listening to children read orally can give the teacher a great deal of insight into the reading process if he views his role in the classroom as a researcher and diagnostician in addition to the more traditional teaching role. If teachers are able to listen to the child's reading and try to discover why the child makes certain miscues, they will be able to diagnose children's reading problems with greater insight. With greater insight into the complexity of the reading process the teacher can do a better job of teaching children to read.

Graeme, Sharon C., and Mary B. Harris, "Improving Word Recognition in Retarded Readers," *The Reading Teacher* (February, 1970), 23:418-421+.

The hypothesis in this study was that instruction in the use of dictionary pronunciation symbols would enable students to pronounce a significantly higher number of multi-syllable words than prior to instruction. The results appear to indicate that both training in the use of dictionary pronunciation and also practice in oral reading can significantly increase the number of words attempted by retarded readers and the number correctly pronounced. Thus it would seem that a combination of these two methods might prove more effective than either one alone.

Hickerson, Pat, "Curing the Con Artist," *Journal of Reading* (April, 1970), 13:507-512.

The middle class child of average intelligence who is experiencing learning difficulties is in a much worse position—in some ways—than the low income child. The author suggests that the main purpose of a new design for the non-reader is to remove him from the old habits, patterns and routines and place him in a brand new situation where he can give himself a chance for self-reorganization. Designs similar to this are already being used in the educationally handicapped classes of many elementary schools. The design can be altered or modified to suit varying circumstances. The essential concern is the necessity for shielding the student from his own con tricks as well as those of his colleagues.

Hirst, Wilma E., "Entrance Age—A Predictor Variable for Academic Success?," *The Reading Teacher* (March, 1970), 23:547-555.

This report deals only with the relationship between entrance age and academic success under present conditions without special provisions for varying entrance ages. First grade entrance age and reading success are at times assumed to be so interwoven that entrance age is considered to be a predictor variable for academic success. The validity of this assumption is challenged in this article.



Hynes, Sister Nancy, "Learning to Read Short Stories," *Journal of Reading* (March, 1970), 13:429-432+.

An English teacher reports on the values of team teaching and small group discussions as viewed by her students. The techniques described are applicable in other courses in the secondary school. This team teaching experiment provided students with the opportunity to teach themselves important aspects of the short story. Student involvement provided this stimulation.

Kasdon, Lawrence M., "Causes of Reading Difficulties—Facts and Fiction," *Reading Difficulties: Diagnosis, Correction and Remediation* (William K. Durr, Editor), International Reading Association, 1970, pp. 1-16.

The author presented some of the facts and fiction concerning causes of reading difficulties including his own point of view. As seen, there are many causes of underachievement in reading interacting with each other so that it is extremely difficult to isolate them and determine which is cause and which effect. The author stated that carefully designed longitudinal studies such as Katrina de Hirsch's (1966) study are necessary before the causes of reading failure can be ascertained. He pointed out that we should never become smug about what we now know about the causes of reading difficulties. In the inexorable advance of science, today's fact may become tomorrow's fiction.

Keim, Richard P., "Visual Motor Training, Readiness and Intelligence of Kindergarten Children," *Journal of Learning Disabilities* (May, 1970), 3:256-259.

This investigation attempts to determine the effects of a visual motor training program on the readiness and intelligence of kindergarten children. The control groups and experimental group were compared for intelligence and readiness at the end of the year. The results showed no significant differences and suggested that further research is necessary before this visual motor training program becomes a part of the general kindergarten curriculum.

Lewis, Franklin D., D. Bruce Bell and Robert P. Anderson, "Reading Retardation: A Bi-racial Comparison," *Journal of Reading* (March, 1970), 13:433-436+.

The purpose of this study was to investigate the role of intelligence, socioeconomic status, family situation, motor proficiency, and several other variables as determining factors in reading difficulties among junior high school boys. Two racial groups were studied, Negro and Caucasian. The authors present the data only, leaving the reader to draw his own conclusions.

Marani, S. Donald, "The Reading WHO?," *Journal of Reading* (April, 1970), 13:519-522.

A junior high school reading teacher decides to let the rest of the staff know that he's "aboard." In this article the author lists the following advantages as by-products of his reading program: (1) the teaching of reading skills goes well beyond the "isolated" reading laboratory; (2) classroom teachers "learn" reading skills along with their students; (3) the reading teacher has time to prepare demonstration lessons of outstanding quality; (4) the flash card responses permit continuous evaluation of students while they are learning; and (5) the reading teacher serves the classroom teacher. Of central importance, the reading program, under these conditions can prove a credit to the school as well as the reading profession.

Maginnis, George H., "Evaluating Remedial Reading Gains," *Journal of Reading* (April, 1970), 13:523-528.

The purpose of this article was to examine some of the many ways in which gains may be measured and evaluated in terms of the possible objectives of remedial reading programs. Program objectives usually are concerned with the improvement of general reading ability but objectives may also be stated in terms of improvement of specific reading skills or changes in behavior which go beyond the act of reading. Whatever a program's objectives may be, gains should be measured in terms of the extent to which these specific objectives have been reached.

McGinnis, Dorothy J., "The Teacher's Treatment of the Disabled Reader," *Reading Difficulties: Diagnosis, Correction, and Remediation* (William K. Durr, Editor), International Reading Association, 1970, pp. 194-201.

This article defines and discusses the nature of treatment both from an instructional and therapeutic point of view. The author suggests and illustrates seven factors essential in treatment and sets forth a flexible grouping plan for meeting the reading needs of thirty second-grade children whose reading performance ranges from that of a non-reader to readers at the fourth grade level.

Moore, Gladys B., "To Buy or Not to Buy," *Journal of Reading* (March, 1970), 13:437-440.

The author examines three studies—and one older one—in an effort to assess the practicality of speed reading devices. Results of various studies of reading, at first glance, seem to contradict each other. To evaluate the results, the goals of the reading programs must be kept in mind. In many programs gain in reading speed was the goal. In others, gains in comprehension and speed were stressed. The author stated that tachistoscopes or pacers might be useful for secondary schools. Machines serve as motivation and often stimulate and maintain interest in the reading project. Actually, however, the school with a limited budget can get good results without mechanical pacers.

Packer, Athol B., "Ashton-Warner's Key Vocabulary for the Disadvantaged," *The Reading Teacher* (March, 1970), 23:559-564.

One of the important findings of the study reported here is that the "key vocabulary" (the words the children ask to learn when using the Ashton-Warner Techniques) is quite different from the vocabulary introduced in the popular basal readers. It is reasonable to believe that the words children ask to learn are more meaningful for them than the words in the pre-primer of their basal series. Teachers of disadvantaged as well as advantaged pupils are encouraged to try the Ashton-Warner methods since they involve the child in using his own meaningful language experiences as the basis for skill development.

Pikulski, John, "Effects of Reinforcement on Word Recognition," *The Reading Teacher* (March, 1970), 23:516-522.

This investigation attempted to study the effects of reinforcement and to determine if there are differences in responsiveness of lower and middle class children to various forms of reinforcement. In assessing the over-all effects of the reinforcement, there is no evidence to suggest that material reinforcement was in any instance superior to social reinforcement. In fact in both populations and with both sexes, the addition of material reinforcement to knowledge of results appeared to make no appreciable difference. The approval of the examiner, however, did result in fewer errors, except in the cases of lower class boys.

Railsback, Charles E., "Consonant Substitution in Word Attack," *The Reading Teacher* (February, 1970), 23:432-435.

The utilization of consonant substitution exercises within the reading program can serve to strengthen letter-sound associations as well as to provide a way in which some new words may be added to students' recognition vocabularies. However, to teach children to use consonant substitution as a primary word attack skill is to teach them a skill that is not only inefficient in terms of the time it takes, but also one that has limited use. Few children can independently create the necessary mental image of a word that is spelled like the unknown word except for one consonant sound.

Ruddell, Robert B., "Language Acquisition and the Reading Process," *Theoretical Models and Processes of Reading* (Harry Singer and Robert B. Ruddell, editors), International Reading Association, 1970, pp. 1-20.

The purpose of this paper is not to review various theories on preschool language acquisition but instead to examine continued language acquisition in the early school years and explore its relationship to the reading process. Four significant factors must be recognized and accounted for in any operational and theoretical formulation of the reading process. (1) The child's ability to comprehend language precedes and exceeds his ability to produce language. (2) His language comprehension

appears to be a direct function of his control over the grammatical lexical components of the discourse. (3) His language competence and performances appear to move through a developmental sequence during the elementary school years which in some respects parallel the competency model proposed by the transformational grammarian, and (4) His language performance is directly related to his language environment, including the available language model and opportunity for language interaction, his comprehension strategies and objectives and possibly maturation of his latent language structures.

Sabaroff, Rose E., "Improving Achievement in Beginning Reading: A Linguistic Approach," *The Reading Teacher* (March, 1970), 23:523-527.

A linguistic approach starts with familiar words that are phonemically regular; that is, each consonant letter or combination and each vowel letter or combination used has a consistent one-to-one relation with the sound it represents, as in the words PAN, SIT, RUB, and FOX. The programs are systematic and carefully programmed. The learning of a new element draws on prior language. Children should not be allowed to learn an endless number of unrelated words or unrelated sounds. Why shouldn't children be taught reading in a way that will uncover the system that is operating?

Schneyer, J. Wesley, "*Research: Reading and the Disadvantaged*," *The Reading Teacher* (March, 1970), 23:571-572.

Martin Deutsch was one of the earliest researchers to identify the social issues involved in the education of the disadvantaged. Some linguists, educators, and psychologists tend to view the causes of reading difficulties among Negro children from differing vantage points. Some educators and psychologists assert that primary causes of poor reading among disadvantaged Negro children are due to severely limited oral speaking vocabularies, deficient speech patterns, and auditory perceptual deficiencies. Some linguists believe that a vitally important factor is not that the children lack speaking vocabulary or correct speech but that their speech patterns are different.

Sebeson, Lucille, "Self-concept and Reading Disabilities," *The Reading Teacher* (February, 1970), 23:460-463.

Some of the behavioral symptoms that might indicate poor self-concepts are feelings of insecurity, inattention, antagonism, loneliness and indecision. Poor readers may have a low motivation toward academic achievement. They often cannot accept rules and will not try to adjust to them. They show other evidences of emotional instability, emotional immaturity, or lack of social confidence. Feelings of inadequacy and nervousness, or feelings of discouragement may indicate a low self-concept and result in under-achieving in academic subjects. Five suggestions for helping teachers influence the child's self-concept are presented.

Sheldon, William D., "Problems of Reading in an Urban Society," *Reading Difficulties: Diagnosis, Correction and Remediation* (William K. Durr, Editor), International Reading Association, 1970, pp. 133-142.

The author suggested that the reading program for the center city child be tailored to suit his needs. It is apparent that classes must be small, teaching materials based on the language of the pupil, lessons short, rewards for achievement immediate, failure made virtually impossible, and evaluation valid and specific to the population and program they have experienced. The hope of the center city lies in a massive effort involving money, personnel, and strategies.

Smith, Richard J., Bernice Bragstad, and Karl D. Hesse, "Teaching Reading in the Content Areas—An In-service Model," *Journal of Reading* (March, 1970), 13:421-428.

Because the total-school approach to developmental reading is a concept which was not clearly understood by many high school teachers, an in-service program seemed to be a necessary first step. This program was judged to be effective in changing teacher attitudes and imparting knowledge. Three characteristics of the program are credited for much of the program's success: (1) Reading was presented as behavior that can occur at various cognitive and affective levels. (2) Faculty members who were already teaching reading in their content areas were featured. (3) Specific instructional practices were suggested.

Stevens, Deon O., "Organization and Operation of the Topeka Reading Clinic," *The Reading Teacher* (February, 1970), 23:414-417.

September, 1967 marked the initiation of the Topeka Public Schools Reading Clinic, Centers, and Services. A three pronged approach is being used: (1) in-service work for teachers; (2) remediation for children; and (3) concentrated clinical diagnosis of learning disabilities.

Sucher, Floyd, "Developing Classroom Reading Centers," *Reading Difficulties: Diagnosis, Correction and Remediation* (William K. Durr, Editor), International Reading Association, 1970, pp. 180-187.

Classroom reading centers are not new, nor are they a panacea for solving reading problems. Experience, however, seems to substantiate that the establishment and proper utilization of an effective classroom reading center can be one of the most productive methods a teacher can use to develop within children a love for reading and at the same time provide practice in necessary reading skills.

Weintraub, Samuel, Helen M. Robinson, and Helen K. Smith, "Summary of Investigations Relating to Reading," *Reading Research Quarterly* (Winter, 1970), 5:131-370.

The authors summarized 416 reports of research dealing with reading published between July 1, 1968 and June 30, 1969. The studies are grouped into six major categories.

Whalen, Thomas, "A Comparison of Language Factors in Primary Readers," *The Reading Teacher* (March, 1970), 23:565-570.

The purpose of this investigation was to seek evidence concerning the relative difficulty of two reading programs, the Bank Street Basal Reading Series and the Harper and Row Basic Reading Program. The former series was designated for use by culturally disadvantaged children, the latter for average and slow readers. In view of the fact that culturally disadvantaged children are believed to have language disabilities, the choice of the Bank Street series for their use is questionable. More research needs to be carried out to determine if other variables not included in this study outweigh the linguistic

evidence against a choice of the Bank Street books for the disadvantaged, and to determine if statistical differences brought out by this study are, indeed, psychologically significant for beginning readers.

Wilson, Robert M. and Nancy Parkey, "A Modified Reading Program in a Middle School," *Journal of Reading* (March, 1970), 13:447-452.

The report is about a middle school faculty which provided a meaningful learning adjustment for students who had problems in reading. A modified language experience approach was used. Lectures, discussions, films, demonstrations, and experiments replaced texts. Both students and teachers felt that the program facilitated better learning for the experimental group. Yet, objective measures did not show great gains.